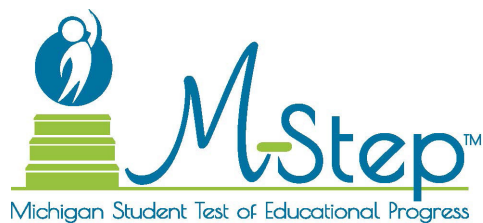




English Language Arts

Sample Passage-Based Writing (PBW) Prompts
with Sample Scored Student Essays

Grade 6



PASSAGE

Read the following passage about two people with powerful memories. Then answer question *xx*.

Two Amazing Tales of Memory

by Valerie Rodgers

57463396874638586751. Read these numbers slowly, then close your eyes and say them in order. Seems impossible, doesn't it? Yet a man called Mr. S, born with an extraordinary memory, was able to remember lists four times this long. Even more surprising, a young man born with an ordinary memory taught himself to do the same. How can anyone develop a memory this powerful?

To answer this question, let's go back more than seventy years to Russia, where a stranger had just appeared, unannounced, at the laboratory of the famous psychologist Dr. Alexander Luria. The man's name was S. V. Shereshevskii, and he wanted the doctor to test his memory. Dr. Luria noted the man's ordinary appearance and somewhat puzzled expression. Little did he realize that this would be one of the most remarkable people he would meet in his long career of studying the mind.

Mr. S explained to the doctor that he worked as a reporter. Every day he and the other reporters met with their editor to hear their assignments. The instructions were long and detailed, so everyone scribbled notes to help them remember. Everyone, that is, but Mr. S. Seeing this day after day, the irritated editor finally asked him why he never took notes. Mr. S replied that it wasn't worth his effort because he remembered everything. When the editor seemed skeptical, Mr. S repeated, like a tape recorder, every instruction the man had just given. The editor was stunned and urged him to visit Dr. Luria to have his memory tested. Interestingly, this incident amazed Mr. S even more than his editor. Never before had he imagined that there was anything unusual about his memory.

Dr. Luria gave Mr. S a simple test. He slowly read to him a series of numbers, such as 7 . . . 4 . . . 2 . . . 6 . . . 8 . . . , and so on. Mr. S listened intently. When the doctor had finished, Mr. S repeated every number back in perfect order. The doctor presented thirty, fifty, and finally seventy-five numbers, but each time Mr. S recalled all of them. He remembered letters and words as well as numbers and could even repeat the lists backward. In fact, sixteen years later Mr. S could still remember these lists. Although Dr. Luria tested Mr. S extensively over the next thirty years, he never found a limit to the man's memory.

Why was Mr. S's memory so powerful? One reason was that he used powerful mnemonic strategies. The term mnemonic means related to memory, and it comes from Mnemosyne, the Greek goddess of memory. Mnemonic strategies are techniques that people use to aid their memories. Among those that Mr. S used were imagery and the method of loci, or location.

A good way to remember something is to create a picture of it in the mind, called an image. For example, Mr. S mentally pictured the word green as a green flowerpot and red as a man in a red

shirt. Even numbers became images. Six was a man with a swollen foot, seven a man twirling his mustache, and eight a woman. For larger numbers Mr. S combined images. Thus for eighty-seven he pictured a man twirling his mustache next to a woman.

Mr. S's mental images often included vivid details—sounds, colors, textures, and even tastes. For example, he once described a fence that he had seen as having a salty taste, rough feel, and sharp sound. This detail made Mr. S's images extremely memorable, because the more vivid and detailed an image, the better a person can remember it.

To remember items in order, Mr. S used another mnemonic strategy called “the method of loci,” attributed to the Greek poet Simonides (556–468 B.C.). One evening Simonides left a banquet early. Simonides was able to name everyone present by recalling where each person had sat at the banquet table. This taught him that people remember information better when they relate it to a familiar location. Using this idea, he devised a mnemonic strategy, the method of loci. It helped Greek orators remember long speeches, Roman generals name the men under their command, and medieval scholars memorize long texts.

How did Mr. S use this strategy to remember a list of words? First he turned each word into an image. Then he pictured himself walking down a familiar street, placing each image in a different spot along the way. To recall the word list, he simply pictured himself strolling back up the street, naming each item as he passed it. This technique worked remarkably well and had only an occasional glitch. Once Mr. S needed to remember a list that included the word egg. Walking down a familiar street in his mind, he placed his image of an egg against a white wall. Unfortunately, the white egg blended so well with the white wall that when he walked up the street in his mind again, he failed to see it.

Can an average person use mnemonic strategies to develop a memory like Mr. S's? In the early 1980s, the scientist K. A. Ericsson and his colleagues investigated this question. They recruited S.F., a normal college student with average intelligence. Once a day, three to five times a week, they tested his memory with number lists, much as Dr. Luria had tested Mr. S, and recorded the results. Most adults can, without practice, remember between five and nine numbers immediately after they hear or read them. When first tested, S.F. remembered seven. But with practice his score steadily improved until, twenty months and 230 hours later, he could recall seventy-nine numbers. This is just as good as Mr. S's performance with Dr. Luria.

How did S.F. remember so many numbers? By using a mnemonic strategy that he invented himself and practicing it a lot. S.F. was a runner, so he converted the numbers he wanted to remember into running times in addition to other meaningful information, like ages or significant dates. To recall the number 34928921944, for example, he might remember 3492 as 3 minutes 49.2 seconds, 892 as 89.2 years old, and 1944 as “near the end of World War II.” This strategy worked because we remember information more easily when it has meaning for us.

Did this show that S.F.'s memory was now as powerful as that of Mr. S? Unfortunately, no. Unlike Mr. S, whose mnemonic strategies helped him remember everything, S.F.'s strategy only worked for numbers. When the researchers later tested him with letters, he could recall only six of them.

On the surface, Mr. S's memory may seem tremendously useful. Imagine remembering the birth date, phone number, and address of everyone you know. Yet this great gift hid an even greater problem. The same images that helped Mr. S remember information often prevented him from understanding it. One example of this was his difficulty with reading. When Mr. S read a paragraph in a book, the words would form a series of images in his mind. By recalling these images, he could accurately repeat back the words he had read. When asked to tell the story, however, Mr. S was often in trouble. Again, he would recall his images, but too often they had little to do with the meaning of the writing. To tell the story, Mr. S would describe these images, but the resulting jumble of ideas made little sense to his listeners. This often left him confused and frustrated. Mr. S could handle simple, straightforward information with ease, but had difficulty with more complex or changing information.

Images also prevented Mr. S from expressing himself clearly in conversation. As Mr. S spoke, the words would create images in his mind that were often unrelated to what he was saying. Distracted from his train of thought, he would then begin to talk about these images. Making sense of his rambling conversation, as Dr. Luria admitted, was often a chore.

As the images in Mr. S's mind controlled his thoughts more and more, he began to confuse his imagination with reality. This affected his performance in everyday life. For example, once Mr. S needed to defend himself in court on some minor charge. Before going to the courthouse, he vividly pictured the scene that he expected to see. What he actually saw when he arrived in court, however, was not at all what he had imagined. The judge was on the left not the right, and the courtroom looked different. This so flustered Mr. S that he could not defend himself and lost his case. Incidents like this plagued Mr. S throughout his life.

Most of us will never be able to remember as much information as Mr. S. Yet we can still improve our memories if we practice using mnemonic strategies. Who knows how much improvement is possible? S.F.'s extraordinary feat suggests that even an ordinary memory can improve dramatically. With a little work, our minds may be capable of much more than we ever imagined.

Passage-based Writing Prompt Student Responses

In the passage "Two Amazing Tales of Memory" the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

You may reference the passage as often as you need.

Remember, a well-written essay:

- shows understanding of the text
- uses details from the text for support
- is organized with an introduction and conclusion
- uses transitions and clear language
- follows rules of spelling, punctuation, and grammar

STUDENT RESPONSE

Response Score: 4 points



- xx. In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

“8, 9, 3, 72, 81, 9, 10, 13, 14, 1” a man recalls in a memory test. Within one practice saying this sequence of numbers instantly like a voice recorder, you repeat these numbers in the exact order. Are you gifted with an extraordinary memory, or did you always use a technique? This went both ways for Mr. S (a memory genius). This man could speak back exactly a sequence of seventy-five numbers! Although gifted he always used some kind of technique called the mnemonic strategy. By memorizing in depth all of these numbers, his superior memory did have to effect his life some how. This made him able to remember vivid events extremely well. Also, though super memory has its down sides. First, Mr. S had difficulty remembering actual information from stories, and most of the time, S confused imagination with reality. So, let us use our super memory abilities and recall the passage “Two Amazing Tales of Memory” by Valerie Rodgers to in depth figure out why Mr. S had these effects on his life through memory.

First of all, Mr. S’s talent recalling had a very good effect on his life. he could remember past experiences very vividly. In paragraph 8, in the start it says, “Mr. S’s mental images often included vivid details-sound, colors, textures, and even tastes.” Rodgers, PSSA pg 50. This tells me that Mr. S can recall a remembrance of an experience to someone very vividly. This would have a good effect on his life because all of the special moments and good memories in his life would be forever cherished in his mind. Although treorous experiences can scarr him. The paragraph then explains how he recalled a fence. After that Valerie explains how the more vivid and detailed you explain a image or a event to someone, the more they can remember it along with you. I sure would love to have this effect on my life.

Next, remember how the author explains how Mr. S had difficulty remembering actual information like stories? Well his techiques of picturing images and his amazing memory sure did have a bad effect on this situation. In paragraph 14, Rodgers shares how some images like a woman, or mustaches prevented S to understand the information given. One example of this was his difficulty with reading. “When Mr. S read a paragraph in a book, the words would form a series of images in his mind.” Rodgers, PSSA pg 60. The writer later says how Mr. S could just remember the words of the story. When he went to tell someone what the story was about, he had a hard time, and jumble of words came out. Obviously, Mr. S was not good at reading and comprehending the details in a story. Yeah, remembering 1, 72, 0, 9, 4, 3, 19, 10, 72, 31 didn’t have the best effect on Mr. S’s reading skills!

Lastly, another con effect of his recalling memory on his life was that Mr. S began to confuse imagination with reality. In paragraph 16, the text explains how the recalling images method was confusing his brain more and more. This then affected his performance in everyday life. For example, "Once Mr. S needed to defend himself in court for some minor charge. Before going to the courthouse, he vividly pictured the scene that he expected to see." Rodgers, PSSA pg 60. Then, the same paragraph says that the picture was difference than he imagined, so he lost his case. Just by this, I can tell this happened a lot, and it was hard for Mr. S to not be confused in life situations of his indepth imagination. I can totally see how his imagination interferred with the actual reality of life!

Pro's and con's. There are a lot of them when it comes to the effects on life when someone has a superb memory like Mr. S's! Throught the writing, "Two Amazing Tales of Memory" by Valerie Rodgers, The thought of, "I don't think I would want to have a memory like Mr. S" came to my attention quickly. The topics of he could extremely remember vivid pictures and events wells, he had difficulty remembering actual informational recall like in stories, and Mr. S began to confuse imagination with reality were the side-effects on life with a memory as great as his. In the end, being able to remember a seventy-five sequence pattern of numbers really does have an effect on Mr. S's life!

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. There is clear analysis of the effect his memory has on Mr. S's life ("*all of the special moments and good memories in his life would be forever cherished in his mind,*" "*Obviously, Mr. S was not good at reading and comprehending the details in a story. Yeah, remembering 1, 72, 0, 9, 4... didn't have the best effect on Mr. S's reading skills,*" "*Mr. S began to confuse imagination with reality... This then affected his performance in everyday life,*" and "*it was hard for Mr. S to not be confused in life situations... I can totally see how his imagination interferred with the actual reality of life*"), all of which supports the writer's central idea that the effect Mr. S's memory had on his life "*went both ways.*" There is substantial, accurate reference to the text throughout the response. There is a strong organizational structure, and effective transitions are used to link ideas. There are few errors in conventions, and those present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points

- xx. In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

"Two Amazing Tales of Memory" partly explains how having an extraordinary memory might be helpful for recalling simple basics, or long chains of sequences, but could greatly affect a person's normal life. This is demonstrated by a man called Mr. S in the passage. It may seem great having one of the best memories in the world, but would you love to never forget every single thing?

Mr. S's superb talent could be a heavy burden when it comes to speaking his mind. According to "Two Amazing Tales of Memory," this was the case. When Mr. S tried to speak, words made pictures in his mind, and this caused a great distraction in his head. The words coming out of his mouth usually had nothing to do with the particular conversation. Why is that? It is because Mr. S used mnemonic devices, or tools for memory, to help him remember certain words. The passage states that Mr. S pictured himself walking down a street, with different images in different locations.

GO ON 

When he wanted to remember things, he just strolled along and could clearly name each image associated with a word along the way. This is called "the method of loci." Why might this be important in his life, one may ask? Thing is, Mr. S had trouble controlling his perception of imagination and reality, making his speech even more blurred than before. For example, Mr. S once got into some minor trouble with the law and had to go to court. He imagined the scene in his mind but was very surprised when what he pictured was not as it really was. "Two Amazing Tales of Memory" says, "This so flustered Mr. S that he could not defend himself and lost his case." The passage continues and adds that mishaps like the court incidents occurred heavily throughout Mr. S's life. As you can see, Mr. S's memory was helpful for some things, but not when it came to communication.

Also having to do a little with communication, Mr. S's memory did not show off as he read certain passages. For instance, if Mr. S read this paragraph, he may be able to recite it word for word, but he may be unable to effectively understand what he reads.

GO ON 

with pictures. If Mr. S read the following sentence: "A dog just ate 38,897,642,135,675 pieces of pie," he may be able to recall the amount of pie pieces, but what he remembered could be much different from what he read. If this is confusing, think of it this way, the number 4 is a tree. When Mr. S pictures himself walking down the street, (remember the "method of loci"), he sees a tree, but does a tree have anything to do with the sentence he read? No, it doesn't. This could get very confusing when trying to explain. To wrap it up, Mr. S's strategies for memorization may be helpful for recall when reading, but his understanding of what he read may not be much to brag about.

A man by the name of Mr. S had an extraordinary ~~Abi~~ sense of memory. Even his wickedly smart psychologist was speechless from his almost super-human ability. Unfortunately, every great thing has its low points. Being born with this rare ability brought some fish out of water. With his confusing speech, awkward perception of reality, and trouble understanding what he read, Mr. S's life was not easy. Would you want this mental power? Consider the consequences.



In this response, the student effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The response's central idea, that Mr. S's memory had considerable consequences on his life, is developed through thorough analysis of explicit and implicit meanings from the text ("*Mr. S's superb talent could be a heavy burden when it comes to speaking his mind,*" "*Mr. S had trouble controlling is perception of imagination and reality, making his speech even more blurred . . .*," "*Mr. S's memory was helpful for some things, but not when it came to communication,*" and "*With his confusing speech, awkward perception of reality, and trouble understanding what he read, Mr. S's life was not easy . . . consider the consequences*"). In one section of the response, the student embeds a well-chosen text reference within the analysis ("*If this is confusing, think about it this way, the number 4 is a tree. When Mr. S pictures himself walking down the street, (remember the 'method of loci'), he sees a tree, but does a tree have anything to do with the sentence he read? No . . . this would get very confusing when trying to explain*"), thus effectively addressing the question. Additional substantial, accurate, and direct reference is made to the text in support of the student's ideas ("*When he wanted to remember things, he just strolled along and could clearly name each image associated with a word along the way*" and "*mishaps like the court incidents occurred heavily throughout Mr. S's life*"). There is a strong organizational structure, and skillful transitions are used to link ideas ("*Also having to do a little with communication . . .*"). Few errors are present in conventions, and those present do not interfere with meaning.


STUDENT RESPONSE

Response Score: 3 points

- xx. In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

Mr. S was a man "born with an extraordinary memory." This memory also had an effect on his life. I am going to tell you about three effects it had on his life. First, the memory prevented him from expressing himself in a conversation. Secondly, it gave him a hard time with reading. Finally, it made him confuse the imagination he uses to memorize things with reality.

First, the memory prevented Mr. S from expressing himself in a conversation. The passage also says "Images also prevented Mr. S from expressing himself clearly in a conversation. As Mr. S spoke, the words would create images in his mind that were often unrelated to what he was saying." which is bad because he would probably start talking about what he's thinking about in his mind.

GO ON 

Secondly, the memory gave him a hard time with reading. The passage also says "When Mr. S read a paragraph in a book, the words would form a series of images in his mind. By recalling these images, he could accurately repeat back the words he had read. When asked to tell the story, however, Mr. S was often in trouble." This means that "Again, he would recall his images, but too often they had little to do with the meaning of the writing."

Finally, the memory made him confuse the imagination he uses to memorize things with reality. The passage also says "As the images in Mr. S's mind controlled his thoughts more and more, he began to confuse his imagination with reality. This affected his performance in everyday life." This is bad too because

GO ON 

This also made him lose a case
in court.

In conclusion, Mr. S's memory
had effects on his life. First, the
memory prevented him from express-
ing himself in a conversation. Secondly,
it gave him a hard time with reading.
Finally, it made him confuse the
imagination he uses to memorize
things with reality.



The response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is clear analysis of the text (*“memory prevented Mr. S from expressing himself in a conversation,” “Which is bad because he would probably start talking about what he’s thinking about in his mind,”* and *“memory gave him a hard time with reading,”* and *“memory made him confuse the imagination he uses to memorize things with reality”*), all of which supports the student’s main idea that memory negatively affected Mr. S in three ways. There is sufficient, accurate, and direct reference to the text, mostly in the form of appropriately chosen quotes (*“This means that ‘Again, he would recall his images, but too often they had little to do with the meaning of the writing’”*). The essay is appropriately organized, and appropriate transitions link ideas (*“Secondly”* and *“Finally”*). There is a minor issue with commas—specifically, neglecting to employ one before a quote. However, there are no errors present that interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



- xx. In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Mr. S’s memory had a big effect on his life. It was both good and bad. It was good because it was very useful in his job and in his life. It was bad for him because he could make people confused about what he was talking about. Mr. S’s memory had a big effect on his life.

Sometimes Mr. S’s memory had a good effect on his life. One way it was good was that it was useful in his job and in his life. It was useful in his job because he didn’t have to take notes when given directions: It said in the passage that when his editor asked him why he didn’t take notes Mr. S repeated every instruction back like a tape recorder. This made it easier for him to follow the instructions. His memory made his life easier for him because in the passage it said that Mr. S could remember the birth date, phone number, and address of everyone he knew. I think this proves that Mr. S’s memory had a good effect on his life.

Mr. S’s memory could also have a bad effect many ways. One way it could be bad is he can confuse people when he is talking to them. In the passage it said that when telling a story he would recall his images and describe them, but it would make almost no sense to his listeners. Also, when he was talking to people he would see images and lose his train of thought. He would then describe these images and meanwhile confuse his listener. In the passage it also said that when he was sent to court he pictured the room in his mind. When he got there the picture in his mind was so completely different from what he imagined. The judge was on the left not the right, and the courtroom looked different. Mr. S was so flustered that he could not defend himself. All of this is why Mr. S’s memory could have a bad effect on his life.

Mr. S’s memory could have a good and bad effect on his life. It was good because it was useful in his job and in his life. It was bad because he could confuse people and become flustered. As you can see, Mr. S’s memory had a big effect on his life.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. Clear analysis of the text supports the writer’s central idea that “*it was very useful in his job and life. It was bad for him because he could make people confused.*” Clear analysis of the text is present (“*This made it easier for him to follow the instructions,*” “*His memory made his life easier,*” and “*he can confuse people when he is talking to them*”). There is sufficient reference to the main ideas and relevant details of the text (“*when his editor asked him why he didn’t take notes Mr. S repeated every instruction back like a tape recorder,*” “*Mr. S could remember the birth date, phone number, and address of everyone he knew,*” “*it would make almost no sense to his listeners,*” and “*when he was sent to court . . . the picture in his mind was so completely different . . . so flustered that he could not defend himself*”). An appropriate organizational structure supports the focus and ideas within the essay. The response is relatively free of errors, and those present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

- xx. In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

In the passage "Two Amazing Tales of Memory" Mr. S's memory affected his life in many ways. Through this essay I will show exactly how it was checked.

Mr. S's memory can help him by making his job easier. In the passage it states "Mr. S replied that it wasn't worth his effort because he remembered everything." That statement means it helped with Mr. S's job by having him remember instructions.

Next, it can also be annoying or a curse. In the text it declares "The same images that helped Mr. S. remember information often prevented him from understanding it." That citation means his mental pictures often didn't represent what he was comparing and he forgot.

In conclusion Mr. S's memory affected him in two different ways.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak inferencing that somewhat supports the claims of the writer ("Mr. S's memory can help him by making his job easier," "it helped with Mr. S's job by having him remember instructions," and "it can also be annoying or a curse"). The organizational structure of the response is weak, with few transitions to link ideas. There is vague reference to the text, with some details from the passage in the form of direct quotes from the text; however, the ideas lack development and connection to the analysis. The incorporation of more details and relevant information from the text to support or illustrate the analysis could have helped the student achieve a better score. As it stands, a score of 2 is appropriate for this response.

STUDENT RESPONSE

Response Score: 2 points



- xx. In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Mr. S’s memory had a great effect on his life. He could remember everything he heard! He worked as a news reporter, and when the editor would give him his subject he wouldn’t write it down. He could remember it! Mr. S went to a doctor who studied the mind and had his memory checked. The doctor gave him long lists of numbers and letters. He recited them perfectly. Seventeen years later, He could still remember these lists.

Mr. S’s memory had many downfalls also. His images in his mind controlled him more and more. He started to confuse imagination with reality. This greatly effected his everyday life. Once Mr. S had to defend himself in court on some minor charge. Before going to the courthouse, he imagined the scene vividly. However, the scene he had imagined was not at all what happened. This frustrated him, and he lost his case.

Mr. S had good things and bad things that came with his memory. Most of us will never remember as much as him, but we can practice to make our memory better and better.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis in the form of evaluative thinking of the effect that Mr. S’s memory had on his life (“*Mr. S had good things and bad things that came with his memory*”). References to the main ideas and relevant details of the text are presented in the form of closely paraphrased information from the passage. The organizational structure of the response is weak; it is unclear until the conclusion that the student intended to present good and bad effects, especially considering the lack of an introduction. The weak organizational structure only inconsistently supports the focus and ideas. This is an example of a lower 2.

STUDENT RESPONSE

Response Score: 1 point

xx. In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

Since Mr. S had a good memory he didn't have to take notes, He also probably remembered peoples birthdates phone numbers, and addresses of everyone he knew. But, this had an effect on reality He pictured the courtroom different.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The student's attempt at analysis ("He also probably remembered peoples birthdates") consists of a weak inference that only loosely relates to the rest of the response. The organizational structure is weak; there is no introduction or conclusion. The student's ideas could be arranged in any order without affecting the response, in part due to the lack of transitions to link ideas. References to the main ideas and relevant details of the passage are insufficient ("But, this had an effect on reality" and "He pictured the courtroom different"). There are errors present in punctuation ("peoples") and usage ("different" for differently).

STUDENT RESPONSE

Response Score: 1 point



- xx. In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

The effects of this huge talent this man had are just as big. Once thing is that he cannot read or understand anything too complex. Also, once, he didn’t picture the courthouse right in his mind, and became so flustered that he lost his case and went to jail.

The student minimally addresses part of the task in this response, demonstrating inadequate analytic understanding of the text. The attempt at analysis is insufficient (“*The effects of this huge talent this man had are just as big*”). References to the text only minimally connect to the writer’s main idea (“*he cannot read or understand anything too complex*” and “*he didn’t picture the courthouse right in his mind, and became so flustered that he lost his case*”), and there is minimal reference to the main idea and relevant details of the passage. There is minimal evidence of an organizational structure; there is an introduction, the response lacks a conclusion, and, in spite of some transition use, the writer’s ideas are not purposefully organized.

Acknowledgments

Sampler materials used with permission from the Pennsylvania Department of Education.

“Two Amazing Tales of Memory” by Valerie Rodgers from Cricket May 2006. Copyright © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.